

# Course Specification

University	Suan Dusit University
Campus/Faculty/Program	Faculty of Humanities and Social Sciences English Program

## 1. General Information

### 1.1 Course code and title

Course code: 2554309

Course title: การฟังและการพูดภาษาอังกฤษทางรัฐประศาสนศาสตร์

Listening and Speaking English in Public Administration

### 1.2 Number of Credits

3 (3-0-6) credits

### 1.3 Program and Course Type

1) Program :

2) Course type :

### 1.4 Course Coordinator and Course Lecturers

1) Course coordinator: Andrew Coltrane

2) Course lecturer: Andrew Coltrane

### 1.5 Semester and Student Year Level

Semester 1 Academic Year 2563 / Year

### 1.6 Prerequisite Courses (if any)

- None -

### 1.7 Co-requisite Courses (if any)

- None -

### 1.8 Location (Campus, building and room number)

302

### 1.9 Date of Course Modification

1st June 2020

## 2. Aims and Objectives

### 2.1 Course Objectives

#### 1) Morals and Ethics

Develop problem-solving skills in order to apply the knowledge learned in a moral and ethical approach and to show understanding of other people and the world in order to become well-rounded members of the society

#### 2) Knowledge

Acquire the knowledge on various concepts, theories and principles of the English language relevant to the academic discipline and specialized field of study

#### 3) Cognitive Skills

Develop logical, rational and critical thinking skills to be able to understand apply the knowledge learned for academic and professional growth

#### 4) Interpersonal Skills and Responsibilities

Have the initiative to help others, work effectively as a team and exhibit a sense of responsibility in learning to achieve personal and professional development

#### 5) Analytical, Communicative and IT Skills

Develop problem-solving skills and be able to utilize information technology in acquiring and gathering accurate information and to communicate both in English and Thai and both in written and spoken forms

### 2.2 Purpose for course development and modification

To modify and improve the course through the addition of teaching methods that promote active learning. These methods will help ensure that the aims and objectives of the course will be achieved.

## 3. Course Management

### 3.1 Course Description

ฝึกทักษะการฟังและการพูดภาษาอังกฤษในสถานการณ์ที่เกี่ยวข้องกับงานด้านรัฐประศาสนศาสตร์ ใช้ภาษาอังกฤษเพื่อการทักทาย การแนะนำตัว การกล่าวขอบคุณ การแสดงความยินดี การกล่าวเชิญ การให้ข้อมูล การโต้ตอบทางโทรศัพท์ การกล่าวต้อนรับแขก การกล่าวสุนทรพจน์

Practice of English listening and speaking skills in Public Administration situations; use of English for greetings and introductions, expressing appreciation, congratulations and invitations, giving information, telephoning, welcoming visitors and making a speech

### 3.2 Teaching hours per semester

Lecture Hours	Additional Teaching Hours	Training and Fieldwork	Self- study Hours
45 hours	-	-	90 hours

### 3.3 Consultation hours

- 1) Group and/or individual consultations may be arranged for 3 hours per week.
- 2) Consultations may also be done through email and social media messaging for convenience.

## 4. Student Learning Development

### Teaching and Assessment

Learning Domains	Teaching Strategies	Assessment Method	Week of Evaluation	Percentage
<p><u>Morals and Ethics</u></p> <ol style="list-style-type: none"> <li>1. Develop problem solving skills with great consideration of moral, ethical and social values.</li> <li>2. Exhibit a sense of responsibility towards learning and accomplishing assigned tasks.</li> <li>3. Be open-minded and have a holistic understanding of the society and the world.</li> <li>4. Be able to acquire and apply the knowledge morally and ethically</li> <li>5. Be able to show honesty, integrity and selflessness</li> </ol>	<p>Promote <b>cooperative learning</b> that can help develop problem-solving skills by prioritizing activities that are done by groups to let students learn to share equal responsibility in accomplishing tasks.</p>	<p>Students will be observed for their work behavior by the lecturer and will also be evaluated by their peers</p>	<p style="text-align: center;">2 – 15</p>	<p style="text-align: center;">10%</p>
<p><u>Knowledge</u></p> <ol style="list-style-type: none"> <li>1. Have the general and systematic knowledge of the various concepts of the English language and fields of study such as translation, teaching English, literature and linguistics.</li> <li>2. Have the awareness of the principles and theories involving the English language and fields of study such as translation, teaching English, literature and linguistics.</li> </ol>	<p>Employ <b>simulation</b> and <b>interactive demonstrations</b> in presenting theories and principles of correspondence and the practical application of these concepts</p>	<p>Written formative and summative assessments (writing exercises, short tests, midterms and final exam) will be given to the students</p>	<p style="text-align: center;">2 – 16</p>	<p style="text-align: center;">60%</p>

Learning Domains	Teaching Strategies	Assessment Method	Week of Evaluation	Percentage
<p>3. Understand the progress and advancements of knowledge specifically in learning the English language and the different fields of study.</p> <p>4. Be well-informed of the various studies and research on relevant issues</p> <p>5. Acquire the knowledge and understanding of the culture of the ASEAN countries, western culture, and most importantly of one's own culture</p>				
<p><b><u>Cognitive Skills</u></b></p> <p>1. Have the ability to search for, evaluate, analyze and synthesize information to arrive at logical conclusions that can help in solving problems.</p> <p>2. Have the ability to integrate the English language skills and understand academic and professional concepts of the English language.</p> <p>3. Be able to apply the principles and theories learned on training other appropriate situations</p> <p>4. Be able to apply the concepts and innovate to aid in continuously developing academic and professional skills.</p> <p>5. Have the ability to apply the knowledge learned to be able to adapt to the society and in a multicultural environment.</p>	<p>Organize activities that use the <b>problem-based learning</b> method to allow students to think logically and learn in a more constructive approach</p>	<p>Students will be observed for their work behaviour by the lecturer as well as their peers and will also be assessed through written tests and exercises</p>	<p>2 – 16</p>	<p>60%</p>

Learning Domains	Teaching Strategies	Assessment Method	Week of Evaluation	Percentage
<p><u>Interpersonal Skills and Responsibility</u></p> <ol style="list-style-type: none"> <li>1. Have the initiative to help others to solve problems.</li> <li>2. Possess leadership and cooperative skills appropriate for the situation</li> <li>3. Be able to think logically in analyzing and solving issues by employing their knowledge of the English language and technological innovations.</li> <li>4. Show responsibility in learning to achieve personal and professional development</li> <li>5. Be able to prepare oneself in adapting to societal and cultural changes.</li> </ol>	<p>Organize activities that employ <b>cooperative learning</b> and <b>problem-based learning</b> to encourage students to work collaboratively</p>	<p>Behavioural observation and peer evaluation for group work or group assignments</p>	<p>2 - 15</p>	<p>40%</p>
<p><b>Analytical, Communicative and IT Skills</b></p> <ol style="list-style-type: none"> <li>1. Be able to learn and acquire problem-solving skills</li> <li>2. Be able to select and apply various techniques in using the language correctly</li> <li>3. Be able to use technology in acquiring, gather and recommend accurate and correct information</li> <li>4. Be able to communicate in written and verbal form in both the Thai and the English language</li> </ol>	<p>Assign tasks that involve the <b>use of technology</b> in searching for information and encourage students to utilize a variety of <b>technological resources</b> in accomplishing and presenting tasks.</p>	<p>Students will be evaluated through written assignments, group presentations and projects</p>	<p>2 – 15</p>	<p>50%</p>

## 5. Lesson Plan and Evaluation

### 5.1 Lesson Plan

Week No. (No. of hours)	Topics / Details	Teaching Strategies / Exercises	Teaching Materials	Assessment and Evaluation (Percentage) / Venue	Lecturer
1 (3 Hrs.)	<b>Course Introduction</b>	<ul style="list-style-type: none"> <li>- Explain course syllabus and course requirements</li> <li>- Give a brief introduction of topics that will be covered in the course</li> </ul>	<ul style="list-style-type: none"> <li>- Whiteboard</li> <li>- Projector</li> </ul>	Attendance and punctuality 10%  <input checked="" type="checkbox"/> Onsite <input type="checkbox"/> Online	Andrew Coltrane
2 (3 Hrs.)	<b>Language and Culture:</b> defining culture/English for specific purposes/capitals of culture/greetings	<ul style="list-style-type: none"> <li>- Interactive lecture</li> <li>- Model language/examples</li> <li>- speaking practice</li> <li>- Listening practice</li> <li>- Reading/Writing exercises/</li> <li>- Group work/Pair work</li> </ul>	<ul style="list-style-type: none"> <li>- Whiteboard</li> <li>- Projector</li> <li>- Worksheets</li> <li>- CD audio</li> <li>- Coursebook</li> </ul>	Attendance and punctuality 10% Assignments and exercises – 10%  <input checked="" type="checkbox"/> Onsite <input type="checkbox"/> Online	Andrew Coltrane

Week No. (No. of hours)	Topics / Details	Teaching Strategies / Exercises	Teaching Materials	Assessment and Evaluation (Percentage) / Venue	Lecturer
3 (3 Hrs.)	<b>Lives and Legends:</b> modern meanings/ generalising/important influence/ghost writing	<ul style="list-style-type: none"> <li>- Review</li> <li>- Interactive lecture</li> <li>- Model language/examples</li> <li>- speaking practice</li> <li>- Listening practice</li> <li>- Reading/Writing exercises</li> <li>- Group work/Pair work</li> </ul>	<ul style="list-style-type: none"> <li>- Whiteboard</li> <li>- Projector</li> <li>- Worksheets</li> <li>- CD audio</li> <li>- Coursebook</li> </ul>	Attendance and punctuality 10% Assignments and exercises – 10%  <input type="checkbox"/> Onsite <input checked="" type="checkbox"/> Online <u>Application</u> MS Teams	Andrew Coltrane
4 (3 Hrs.)	<b>Hot and cold:</b> intentions/predictions/ opinions/requests/ planning	<ul style="list-style-type: none"> <li>- Review</li> <li>- Interactive lecture</li> <li>- Model language/examples</li> <li>- speaking practice</li> <li>- Listening practice</li> <li>- Reading/Writing exercises</li> <li>- Group work/Pair work</li> </ul>	<ul style="list-style-type: none"> <li>- Whiteboard</li> <li>- Projector</li> <li>- Worksheets</li> <li>- CD audio</li> <li>- Coursebook</li> </ul>	Attendance and punctuality 10% Assignments and exercises – 10%  <input checked="" type="checkbox"/> Onsite <input type="checkbox"/> Online	Andrew Coltrane



Week No. (No. of hours)	Topics / Details	Teaching Strategies / Exercises	Teaching Materials	Assessment and Evaluation (Percentage) / Venue	Lecturer
5 (3 Hrs.)	Speaking test #1			Attendance and punctuality – 10% Test – 15%  <input type="checkbox"/> Onsite <input checked="" type="checkbox"/> Online <u>Application</u> MS Teams	Andrew Coltrane
6 (3 Hrs.)	<b>Friends and strangers:</b> deduction/conversations giving news/making mistakes	<ul style="list-style-type: none"> <li>- Interactive lecture</li> <li>- Model language/examples</li> <li>- speaking practice</li> <li>- Listening practice</li> <li>- Reading/Writing exercises</li> <li>- Group work/Pair work</li> </ul>	<ul style="list-style-type: none"> <li>- Whiteboard</li> <li>- Projector</li> <li>- Worksheets</li> <li>- CD audio</li> <li>- Coursebook</li> </ul>	Attendance and punctuality 10% Assignments and exercises – 10%  <input checked="" type="checkbox"/> Onsite <input type="checkbox"/> Online	Andrew Coltrane

Week No. (No. of hours)	Topics / Details	Teaching Strategies / Exercises	Teaching Materials	Assessment and Evaluation (Percentage) / Venue	Lecturer
7 (3 Hrs.)	<b>Law and order:</b> obligation/permission/ advice/warnings/ legal protection for language	<ul style="list-style-type: none"> <li>- Review</li> <li>- Interactive lecture</li> <li>- Model language/examples</li> <li>- speaking practice</li> <li>- Listening practice</li> <li>- Reading/Writing exercises</li> <li>- Group work/Pair work</li> </ul>	<ul style="list-style-type: none"> <li>- Whiteboard</li> <li>- Projector</li> <li>- Worksheets</li> <li>- CD audio</li> <li>- Coursebook</li> </ul>	Attendance and punctuality 10% Assignments and exercises – 10%  <input type="checkbox"/> Onsite <input checked="" type="checkbox"/> Online <u>Application</u> MS Teams	Andrew Coltrane
8 (3 Hrs.)	<b>Seen and heard:</b> reporting/requests and commands/description/ ways of speaking/opinions	<ul style="list-style-type: none"> <li>- Review</li> <li>- Interactive lecture</li> <li>- Model language/examples</li> <li>- speaking practice</li> <li>- Listening practice</li> <li>- Reading/Writing exercises</li> <li>- Group work/Pair work</li> </ul>	<ul style="list-style-type: none"> <li>- Whiteboard</li> <li>- Projector</li> <li>- Worksheets</li> <li>- CD audio</li> <li>- Coursebook</li> </ul>	Attendance and punctuality 10% Assignments and exercises – 10%  <input checked="" type="checkbox"/> Onsite <input type="checkbox"/> Online	Andrew Coltrane

Week No. (No. of hours)	Topics / Details	Teaching Strategies / Exercises	Teaching Materials	Assessment and Evaluation (Percentage) / Venue	Lecturer
9 (3 Hrs.)	Mid – term exam			Attendance and punctuality 10% Exam – 20%  <input type="checkbox"/> Onsite <input checked="" type="checkbox"/> Online <u>Application</u> MS Teams	Andrew Coltrane
10 (3 Hrs.)	<b>Supply and demand:</b> global business/meeting demands/motivations/ description	<ul style="list-style-type: none"> <li>- Interactive lecture</li> <li>- Model language/examples</li> <li>- speaking practice</li> <li>- Listening practice</li> <li>- Reading/Writing exercises</li> <li>- Group work/Pair work</li> </ul>	<ul style="list-style-type: none"> <li>- Whiteboard</li> <li>- Projector</li> <li>- Worksheets</li> <li>- CD audio</li> <li>- Coursebook</li> </ul>	Attendance and punctuality 10% Assignments and exercises – 10%  <input checked="" type="checkbox"/> Onsite <input type="checkbox"/> Online	

Week No. (No. of hours)	Topics / Details	Teaching Strategies / Exercises	Teaching Materials	Assessment and Evaluation (Percentage) / Venue	Lecturer
11 (3 Hrs.)	<b>Lost and found:</b> deduction/expression/ speculation/discovery/ conditions	<ul style="list-style-type: none"> <li>- Review</li> <li>- Interactive lecture</li> <li>- Model language/examples</li> <li>- speaking practice</li> <li>- Listening practice</li> <li>- Reading/Writing exercises</li> <li>- Group work/Pair work</li> </ul>	<ul style="list-style-type: none"> <li>- Whiteboard</li> <li>- Projector</li> <li>- Worksheets</li> <li>- CD audio</li> <li>- Coursebook</li> </ul>	Attendance and punctuality 10% Assignments and exercises – 10%  <input type="checkbox"/> Onsite <input checked="" type="checkbox"/> Online <u>Application</u> MS Teams	Andrew Coltrane

Week No. (No. of hours)	Topics / Details	Teaching Strategies / Exercises	Teaching Materials	Assessment and Evaluation (Percentage) / Venue	Lecturer
12 (3 Hrs.)	<b>Love and Hate:</b> verb patterns/strong language/compliments/ category/stereotypes	<ul style="list-style-type: none"> <li>- Review</li> <li>- Interactive lecture</li> <li>- Model language/examples</li> <li>- speaking practice</li> <li>- Listening practice</li> <li>- Reading/Writing exercises</li> <li>- Group work/Pair work</li> </ul>	<ul style="list-style-type: none"> <li>- Whiteboard</li> <li>- Projector</li> <li>- Worksheets</li> <li>- CD audio</li> <li>- Coursebook</li> </ul>	Attendance and punctuality 10% Assignments and exercises – 10%  <input checked="" type="checkbox"/> Onsite <input type="checkbox"/> Online	Andrew Coltrane
13 (3 Hrs.)	Speaking Test #2			Attendance and punctuality 10% Test – 15%  <input type="checkbox"/> Onsite <input checked="" type="checkbox"/> Online <u>Application</u> MS Teams	Andrew Coltrane

Week No. (No. of hours)	Topics / Details	Teaching Strategies / Exercises	Teaching Materials	Assessment and Evaluation (Percentage) / Venue	Lecturer
14 (3 Hrs.)	<b>Beginnings and endings:</b> goodbyes/verb forms/ speeches/exploring synonyms	<ul style="list-style-type: none"> <li>- Interactive lecture</li> <li>- Model language/examples</li> <li>- speaking practice</li> <li>- Listening practice</li> <li>- Reading/Writing exercises</li> <li>- Group work/Pair work</li> </ul>	<ul style="list-style-type: none"> <li>- Whiteboard</li> <li>- Projector</li> <li>- Worksheets</li> <li>- CD audio</li> <li>- Coursebook</li> </ul>	Attendance and punctuality 10% Assignments and exercises – 10%  <input checked="" type="checkbox"/> Onsite <input type="checkbox"/> Online	Andrew Coltrane
15 (3 Hrs.)	<b>Revision and preparation:</b> recal/outlining criteria clarification/objectives	<ul style="list-style-type: none"> <li>- Review</li> <li>- Interactive lecture</li> <li>- Model language/examples</li> <li>- speaking practice</li> <li>- Listening practice</li> <li>- Reading/Writing exercises</li> <li>- Group work/Pair work</li> </ul>	<ul style="list-style-type: none"> <li>- Whiteboard</li> <li>- Projector</li> <li>- Worksheets</li> <li>- CD audio</li> <li>- Coursebook</li> </ul>	Attendance and punctuality 10% Assignments and exercises – 10%  <input checked="" type="checkbox"/> Onsite <input type="checkbox"/> Online	Andrew Coltrane

Week No. (No. of hours)	Topics / Details	Teaching Strategies / Exercises	Teaching Materials	Assessment and Evaluation (Percentage) / Venue	Lecturer
16 (3 Hrs.)		Final Exam		Final Examination – 30% <input checked="" type="checkbox"/> Onsite <input type="checkbox"/> Online	Andrew Coltrane

## 5.2 Assessment and Evaluation

### 1) Grading Breakdown:

Attendance and Participation	10%
Assignments and Exercises	20%
Tests	20%
Midterm Exam	20%
Final Exam	30%

2) Grade Evaluation:  Norm-Referenced  Criterion-Referenced

### Grading Criteria

Score	Grade
85-100	A
79-84	B <sup>+</sup>
73-78	B
67-72	C <sup>+</sup>
61-66	C
55-60	D <sup>+</sup>
50-54	D
0-49	F

### Score Rubric for Presentation (30%)

Criteria	0 point	1 point	2 points	3 points	4 points
Speaking ability	Poorly rehearsed and heavy reliance on script poor pronunciation	A little understandable; often relies on script average pronunciation	Quite understandable; some reliance on script; a lot of hesitation good pronunciation	Mostly understandable; no reliance on script; some hesitation very good pronunciation	Fully understandable; no reliance on script: fluent excellent pronunciation
Content	Poorly prepared unclear information and irrelevant supporting details	Satisfactory preparation simple information with satisfactory details	Well prepared and organized information with good details	Very well prepared and organized information With very good details	Very well prepared very interesting and organized information with excellent details
Vocabulary	Poor use of vocabulary	Standard acceptable use of vocabulary	Good use of vocabulary and expression	Very good use of vocabulary and expression some originality	Excellent use of vocabulary and expression a lot of originality



grammar	Poor level of grammar	Acceptable level of grammar	Good level of grammar	Very good level of grammar	Excellent level of grammar
Presence and body language	Little presence and poor body language	Some level of presence fair body language	Good presence and body language	Very good presence and body language	Outstanding presence and very good body language

### Score Rubric for Speaking tests (15%)

Criteria	0 point	1 point	2 points	3 points	4 points
Fluency	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible.	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.
Pronunciation	Pronunciation is poor and hard to understand; No effort towards a native accent	Pronunciation is acceptable; No effort towards a native accent	Pronunciation is good; Some effort at accent, but is definitely non-native	Pronunciation is good; good effort at accent	Pronunciation is excellent; good effort at accent
Vocabulary	Poor use of vocabulary; range is very limited	Standard acceptable use of vocabulary; limited range	Adequate language control; some range demonstrated	Good language control; good range of relatively well-chosen vocabulary	Excellent control of language features; a wide range of well chosen vocabulary
grammar	Poor level of grammar; frequent errors	Acceptable level of grammar; some errors	Good level of grammar; very few errors	Very good level of grammar: no errors: limited variety of structures	Excellent level of grammar; no errors; good variety of structures

## 6. Learning Resources

### 6.1 Primary Textbook / Documents

Clandfield, Lindsay. Robb Benne, Rebecca (2010). *Global* (Intermediate coursebook - revised). MacMillan.

### 6.2 Essential References

- English – English / Thai – English Dictionary
- <http://owl.english.purdue.edu>

### 6.3 Recommended Books and Reference Material

- <http://en.oxforddictionaries.com>

## 7. Course Evaluation and Improvement

### 7.1 Student course evaluation strategies

- 1) Confidential teacher evaluation done by the students
- 2) Evaluation of each learning domain done by the students

### 7.2 Teaching evaluation strategies

- 1) Confidential Teacher Evaluation Form
- 2) Student self-evaluation form

### 7.3 Teaching Improvement Process

Course and teaching evaluation results will determine appropriate improvements for the course and the teaching strategies

### 7.4 Standard verification of student achievement

Verification of student learning outcome is done through behavioral observation, test scores, activities and presentations.

Learning Outcome	Evaluation Methods		
	Behavioral Observation	Tests / Exams	Activities / Presentations
Morals and ethics	✓	✓	✓
Knowledge		✓	✓
Cognitive Skills	✓	✓	✓

Interpersonal skills and responsibility	✓	✓	✓
Analytical, Communicative and IT skills		✓	✓

### 7.5 Action plan for verifying and improving course effectiveness

- 1) Verification is done following the standards in 7.4.
- 2) In the event that the student scores do not verify the effectiveness of the course, students are allowed to improve their scores as deemed necessary.